DOCUMENT RESUME

ED 257 482 JC 850 078

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TITLE Report on Exxon Education Foundation-Funded Project to Increase International Dimensions of Community College Curricula.
INSTITUTION Universities Field Staff International, Inc., Hanover, NH.
PUB DATE [84]
NOTE 18p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Curriculum; *Community Colleges; *Curriculum Enrichment; *Faculty Development; Instructional Materials; *International Studies; Two Year Colleges
IDENTIFIERS *Universities Field Staff International

ABSTRACT

A description is provided of a project conducted by Universities Field Staff International (UFSI) to increase the international dimension of community college education in the Northeastern U.S. through a series of faculty and curriculum development workshops. Section I defines the origins of the project, describing community college interest in the comprehensible, non-jargony, and cross-disciplinary materials offered by UFSI; and highlighting previous community college efforts in internationalizing the curricula and initial planning meetings. Section II presents the project's goals, assumptions, and accomplishments related to: (1) the development of an awareness of and commitment to international education among community colleges in the northeast; (2) the stimulation of community college faculty interest in adding an international component to their teaching; and (3) the development of curriculum materials and learning modules that could be added to existing courses. In section III, project activities are summarized, with focus on particular programs at participating colleges. Finally, section IV offers conclusions and recommendations for further work in this field. A descriptive brochure on the UFSI is appended. (AYC)

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REPORT ON EXXON EDUCATION FOUNDATION-FUNDED PROJECT TO INCREASE INTERNATIONAL DIMENSIONS OF COMMUNITY COLLEGE CURRICULA

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REPORT ON EXXON EDUCATION FOUNDATION-FUNDED PROJECT TO INCREASE INTERNATIONAL DIMENSIONS OF COMMUNITY COLLEGE CURRICULA

INTRODUCTION

The period covered by this grant report was one year, 1982-83, with a three-months' extension to permit completion of the curriculum materials. But the planning of the activities and interactions on which the project focused began in 1979-80 and continued through 1980-1981 and and 1981-82, with the help of a "seed" and then a "start-up" grant from the Foundation. Thus the analyses and conclusions of this report are based on almost four years' cooperation with the community colleges, time enough for us both to have stumbled considerably over the obstacles and to have celebrated quietly the advances made.

This report is deliberately couched in terms rather different from most such documents. We have tried to depict, succinctly and responsibly, what actually went on and what was accomplished in the project itself. Thus, our report focuses more candidly than is customary on mistakes and disappointments as well as successes and achievements. We believe that as much can be learned from the former as the latter and that our honest opinion of what can and what cannot be accomplished in this field is most helpful to others who undertake such projects in the future.

I. ORIGINS OF THE PROJECT

The project grew out of two major concerns generated in casual meetings and discussions in the late 1970s between Field Staff (UFSI) representatives and administrators and teachers at community colleges. On the one side, the community college people expressed an interest in the UFSI teachers (called Associates) and materials because they addressed a general audience in clear, non-jargony language and because our approach was cross-disciplinary, trying to see other societies and cultures whole. The community college representatives felt the information disseminated by UFSI would be more comprehensible and useful to community college students than the more specialized

data and approach of university area specialists. On the other side, we were struck by the opportunity the community colleges offered to add an international dimension to a huge sector of general education in the United States, to try to reach students that few others seem concerned with, and to work with a group that was open, flexibie, and innovative in its willingness to consider new approaches in international studies. As a corollary, we hoped to be able to draw UFSI member universities into this endeavor, thus broadening their outlook and their ties with surrounding communities and regions.

Some community colleges themselves had begun efforts to internationalize, but they had to rely mostly on their own resources and a few far-sighted leaders and teachers. The U.S. Office of Education was providing modest support, and several notable individual projects were underway, along with a small clearinghouse office within the American Association of Community and Junior Colleges (AACJC).

Assisted by small grants from the Foundation, we held a planning meeting at Barney House in Farmington, Connecticut, in February 1980 and two small conferences at our center in Salisbury, Connecticut in the spring of 1980 and of 1981. At those sessions community college unanimous in recommending three high-priority steps to broaden international studies in the community colleges: commitment on the part of administrators and faculty; faculty development; and preparation of materials suitable for community college students. In retrospect, it still seems like good advice. The chief difficulty with the planning process, however, was that, quite naturally, most of our contacts were with the already committed and enthusiastic. This led us to underestimate the difficulties and the degree of inertia and indifference to the process we were hoping to stimulate. Second, we didn't really become aware of the tremendously crowded agenda by which community colleges operate. To insert a new topic, to change an emphasis in a hectic, almost compulsive enterprise turned out to be a monumental task. Probably, if we had included more critics, or at least skeptics, in the planning meetings, we would have had a more realistic picture of the obstacles ahead. But it might also have dimmed our vision and energy for the task.

II. GOALS, ASSUMPTIONS AND REALITIES

1. **Awareness and commitment.** A major objective of the project was to arouse concern for internationalization and to secure agreement to take action, however small, in this direction among a majority of the 27 colleges in the Northeast which had expressed interest

in the project. We assumed that if we could get one administrator and a couple of faculty in each college interested and involved, that beachhead could be subsequently enlarged and advanced.

By and large we failed in this area. We bolstered and supported those already interested and dedicated, we brought along a few waverers and stragglers, but we won few new converts and had relatively little impact in many of the colleges. In our judgement, this was so for four reasons. First, it turned out that the reservoir of potentially interested administrators and faculty was quite small. People not already concerned about the provincialism of their curriculum and students were hard to reach and arouse. This meant we had to work primarily with the converted and our circle was not much widened.

Second, there are so many distractions and immediate pressures in community college education that we rarely could get the attention of even those who might have been won over. For example, it was not uncommon in the five community college conferences convened under the project to have as many as a quarter or a third of those who accepted either back out at the last minute or not show up at all, and one meeting had to be cancelled entirely because of poor attendance.

Third, there are few concrete incentives for community college leaders and faculty to change their curriculum and teaching. And there are some good reasons not to. Most of their trustees, students, and local opinion leaders are much more interested in what the college can do for the community than in adding an international dimension to the program. Moreover, as in most educational institutions, rewards generally go to those who are doing the conventional and most needed, not to those who are experimenting and changing. Most administrators and faculty admitted candidly that there were few advantages to them in becoming engaged in the project; they were driven primarily by idealism and interest. In most cases, outside money is not much help since it is only a temporary boon and has little lasting effect on their regular position, salary, and responsibilities. For example, one of the active participants in the project, with a reasonably

supportive administration found that because of enrollment pressures she could not be given the release time she needed (and had been promised) to introduce new international materials into her department and courses. Also, at the summer Faculty Institute a number of the participants said that they were attending either at the sacrifice of vacation time or of extra paid teaching.

Fourth, we soon ran into the "outsider-insider" problems. Although we had excellent contacts and relied heavily upon the advice and intercession of the community college participants in the project, the fact remained that we were an external group, previously inexperienced in community college education. Thus, some of the things we were advocating met with indifference or subtle resistance. And although we tried to work through advisory and curriculum committees dominated by community college representatives, they were often too busy and harassed to meet and the administrative and operational direction of the project fell back on the Field Staff.

2. **Faculty Development.** Our purpose was to stimulate and encourage community college faculty to add an international component to their interests and teaching and to supply the information and approaches that would assist them to do so. Here the record was mixed. We had assumed that most faculty, teaching heavy loads and in the classroom almost year around, would benefit from one or two-day conferences and from a week-long summer institute that would both regenerate them intellectually and enrich their teaching. The meetings focused on substantive issues in the contemporary world, usually from a cross-disciplinary focus. Most faculty who attended reported substantial benefit from the conference and the institute, both in the sense of being refreshed and reinvigorated and in the specific matter of obtaining information, materials, and teaching strategies that they could apply directly in their classroom.

Yet attendance at these sessions was lower than hoped and planned. A few faculty who came were uninterested and profited little. And the bulk of those participating were faculty already interested or engaged in using international concepts in their classrooms. We certainly helped them and made it easier for them to carry out what they wanted to do but in most cases they would have

pursued their international interests regardless and would, at greater travail, have unearthed the information and materials needed.

Factors facilitating our successes in this area included the enthusiasm and openness of most faculty participants, the willingness of a number of colleges to pay the travel expenses of participants in the conferences and the summer institute, and the offering of material, after several false starts, at the degree of complexity and in a form that made it easily transferable to the classrooms of the community college teachers.

Our difficulties, apart from technical ones of scheduling and format, stemmed primarily from the same considerations discussed in the preceding section: only a small pool of interested faculty, many distractions and few incentives, the fact that although community college faculty were part of each conference, workshop, and institute, most of the substantive presentations were by outside "experts," and the low priority in community college education generally of attention to international issues.

3. **Development of Curriculum Materials.** Early in the project, we determined that most of the existing international materials for community college instruction (many of them developed under small Office of Education grants) were highly course- or teacher-specific and were not readily transferable to other classrooms and situations. Moreover, it was clear that affecting instruction could best be done, not through introducing specialized area studies or international relations courses which reach only a very few students, but through trying to "shoehorn" small units or modules with an international dimension into existing basic courses that are required of virtually all students in the college. Thus, our aim was to develop flexible, independent units on international health, business, and communications, fields that represent major segments of the community college curriculum.

Despite some setbacks, we believe that we have made considerable progress in this effort and we look forward to the results of the pilot teaching of the experimental units this spring. We had several

delays, occasioned by the illness of our chief curriculum developer, David King, by the slow pace of faculty involvement in training programs, and by the failure of our curriculum advisory committees, for lack of time, to take the guiding role in the development process that we had anticipated. However, we were able to present sample units at several of the faculty training conferences and at the faculty summer institute in June 1983. One the basis of comments community college teachers there provided, the units were entirely reworked, with the aim of making shorter, simpler readings and of increasing the flexibility with which they could be used. In particular, we want each activity to be free-standing so that an instructor can apply it or adapt it, without reference to other parts of the student handbook in that field.

While we are now satisfied, "the proof of the pudding" is in what community college instructors and students think. Their evaluations will determine the final revision and dissemination of the materials. Whatever the outcome, we remain convinced that infiltration of existing courses rather than any major attempt to change the community college curriculum is the only feasible strategy.

III. SUMMARY OF ACTIVITIES

The project conducted five conferences and a Summer Institute. The two conferences in Pennsylvania -- the first at Community College of Philadelphia, the second at Westmoreland County Community College -- each involved fifty-plus participants. In both regions, UFSI had long standing contacts with one or more faculty members who worked very effectively as "inside" organizers; in addition there was strong prior interest in and awareness of international issues part of the college's everyday existence. In Philadelphia, the community college serves a large population of recent immigrants from Southeast Asia and elsewhere. Westmoreland County is home for thousands of workers and many executives in corporations whose fortunes have been adversely affected by foreign trade competition. In each case, correspondence has continued with individual faculty members and some permanent linkages, such as providing UFSI Reports for resource centers, were established. Both institutions serve communities where education is perceived as a means for upward economic mobility and faculty often comment on the strength of student motivation.

At Bristol Community College in Fall River, Massachusetts, at Tunxis in Farmington, Connecticut, we feel our efforts were less successful. Although we had longstanding contacts in each, both experienced difficulty in finding appropriate conference dates. Also, our community college coordinators seemed unable to galvanize many faculty outside their own disciplines or closely related fields. UFSI's Brown University representative, an extremely able young woman with a background in community college teaching, worked very hard to reinforce and expand the "inside" coordinators' efforts. Indeed, considerably more energy was spent recruiting the twenty-odd participants at Bristol and Tunxis than the fifty at Philadelphia or Westmoreland. Neither of these colleges serves communities in which business or other groups show strong awareness of the international dimensions of local conditions. It would take extensive research to learn what other differences in community attitudes or community college environment account for the low level of interest.

At Middlesex in New Jersey we deliberately chose a topic to appeal to a previously uninvolved group, principally Liberal Arts, and the impact of that effort shows in their strong participation at the Summer Institute. Administrative support for internationalization of the curriculum is strong at Middlesex, and UFSI has contributed program assistance on several occasions in the past, mainly in business and economics.

Aside from a welter of consultations with individual faculty and a few administrators, the most prominent program dissemination activity was the project director's presentation at the Sixth Annual Conference on International Education sponsored by the Community Colleges for International Development, Inc. (February 6-9, 1983). As a result, we have established information exchange with a number of similar organizations.

The UFSI project has also served as a model for a systematic linkage, using mainly UFSI Associates, between Lansing Community College and Michigan State University. Similarly, UFSI's contributions were acknowledged in allowing Middlesex to be selected as a National Resource Center for International Trade Education. Several other initiatives begun under project aegis -- a five-college consortium for Japan-related study -- have not yet borne fruit.

IV. CONCLUSIONS AND RECOMMENDATIONS

This project has had and will have impact in two main ways. First, among the ten or a dozen colleges with which we worked most closely, key administrators and faculty were encouraged and strengthened in their commitment to internationalize their institutions' educational program and outlook and several dozen faculty were broadened and enriched in their skills and resources for teaching about international issues. Second, we believe the project will have some lasting effects outside the Northeast, partly through the dissemination of the curriculum materials developed, partly through our continuing contacts with community college leaders throughout the country, and partly through our reporting the experience of the project to various constituencies, including through the AACJC International/Intercultural Consortium Newsletter and Innovation Abstracts.

For future missionary work in the field our recommendations are four: First, we urge strongly that greater attention and support be devoted to broadening community college education. The need is overwhelming and the opportunities manifold. If international studies educators continue to neglect this area, almost half of all our post-secondary students are condemned to global ignorance and a coming generation of citizens are left illiterate in world affairs. If anything, we emerge from this experience even more convinced that this is a vitally important sector of American education and that a good deal can be achieved.

Second, it is absolutely essential to organize whatever is done with, through, and even in physical proximity to the community colleges. We had better luck with our conferences once they were located on a community college campus. More importantly, community college representatives need to be closely involved in the direction and execution of any endeavor; at a minimum co-sponsorship and co-leadership are desirable. Moreover, despite our best efforts to draw in our member universities -- and even some success in this regard -- there is a wide gulf and considerable mutual suspicion between university administrators and faculty and those in the community colleges. Interestingly, it is in some respects a greater chasm than that separating secondary schools and universities. We came away from

our experience skeptical that universities can be effective agents of change among the community colleges. The reasons go beyond the scope of this report but have a lot to do with conflicting notions of "research" and "service."

Third, we believe the best way to proceed is by working with the committed, by extending their abilities and resources, in the hope that they, as community college bellwethers, will influence others and serve as modules of what both ought to be and can be done. It is inefficient, in our experience, to spend much time, energy, or money trying to reach those who are uninterested, distracted, and entrenched. A few converts may be won, but the price is high. Instead, one can work for a ripple effect, and particularly it is efficient to cooperate with the some half-dozen consortia in international matters that the community colleges themselves have formed or with informal centers of cooperation, such as those established in the Boston area or in ARizona. In the short run, only some 40 or 50 colleges (out of 1500) are being reached, but in the long run they will, by example, agitate the winds of change that will slowly affect many more.

Finally, what can be done that will be of maximum assistance to the colleges that they find it hard to do themselves? We are convinced, out of our direct experience, of the utility of at least three activities. One is the holding of faculty workshops at some of the larger community colleges. They would be primarily for the faculty of that college but would be open to faculty from colleges in the surrounding region. Lasting a day or a day and a half at most, they would have an opening session, primarily motivational, devoted to why internationalizing the curriculum is crucial and what some of the outcomes are; the rest of the workshop would be sub-meetings, organized by fields (health, business, liberal arts), devoted entirely to practical matters -- what concepts to teach, what strategies are effective, what materials are available or can be easily adapted from magazines and newspapers, etc. The sessions would be designed to provide immediate feedback into the faculty member's classroom at minimum cost in time and energy. On some occasions such workshops might be tailored to all the members of a particular department (nursing, say, or English), with an emphasis on how to develop or adapt one's own materials.

A second effective mechanism, in our view, is the week-long faculty Summer Institute. The psychological and intellectual benefits for the participants are great, and it would not take long to develop a core of Institute alumni who would serve as agents of change in their colleges. We doubt that a large number of such institutes is needed, perhaps three a scattered regionally and each sponsored by a different consortium.

Third, we believe that some ongoing consulting service on curriculum materials would be useful to the college or even individual teacher who found existing materials wanting and wished to design and develop materials appropriate to a particular course and group of students. Perhaps, to reduce travel costs, three or four such consultants around the country could be identified and made available for particular curriculum problems and needs. The honoraria and expenses would not amount to a great deal but the benefits might be considerable.

Universities Field Staff International

UNIVERSITIES FIELD STAFF INTERNATIONAL, INC. HANOVER, NH

UFSI

is two organizations in one:

It is a consortium of universities and educational institutions whose concern is to diffuse the knowledge necessary to a better understanding of world conditions.

It is a staff of scholarly observers (called Associates), specialists on Asia, Africa, Latin America, and Europe who analyze and write about contemporary events and issues in their regions and the world.

UFSI, established in November 1951 as the American Universities Field Staff, is a nonprofit membership corporation. Its founders envisaged a program that would contribute to better understanding of the nature and dynamics of society and culture, especially in the developing world.

In 1980, the Trustees acknowledged the transnational nature of this effort by changing its name to Universities Field Staff International and extending membership to non-U.S. educational institutions.

Committed to scholarly reporting, the Field Staff espouses no causes, promotes no ideology, aligns with no political group, favors no particular social science theory. UFSI's product is information — on world areas and international issues. UFSI Associates collect, analyze and disseminate such knowledge. Now in its fourth decade, the organization's unique publication, *UFSI Reports*, has achieved a reputation for reliable and readable in-depth reporting and has become a major resource on world affairs.

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University of Alabama/Birmingham
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University of Kansas
University of Malaya
Michigan State University
University of Missouri
University of Pittsburgh
Utah State University
University of Wisconsin/Milwaukee
University of Wyoming

Administration

UFSI is governed by a Board of Trustees, which appoints an Executive Director. The Board is composed of the chief executive officer, or designate, of each member institution and of public-spirited individuals who share the Field Staff's concern for international understanding.

UFSI Associates

Since its founding, the Field Staff has operated on the principle that the people who can best understand and communicate information about the world we live in are academic by training, generalists by vocation, and resident for many years in the countries or regions on which they report. We call these scholar-reporters "Associates." Periodically Associates return from Asia, Africa, Latin America, and Europe to lecture on member institution campuses, consult with colleagues in the academic and business communities, and interact with an informed public through a variety of media.

The Associate's job is analysis, not only of the politics of a given nation or region but also of its place in the international order and its relation to such global processes as social and economic development, political modernization, and cultural and technological exchange. Working collectively, the Associates have conducted crosscultural studies on the role of religion in development; factors affecting population growth; science and the environment; and the effects of international pressures on national food policies. Some of these topics have been the subject of national and international conferences.

In addition to the career corps of Associates and Consulting Associates, the Field Staff regularly appoints Faculty Associates. These are faculty from UFSI member institutions who spend time overseas, with support in whole or part from UFSI stipends. Their travel and research stimulate their own professional development and enrich that of the institution to which they return. In the field they pursue their own interests, work collaboratively on comparative study projects, and write *UFSI Reports*. During their lecture tours, they interact not only with colleagues in the universities but also with business and community leaders representing complementary interests.

Associates

Ann Lesch (Middle East)
Suzanne Pepper (East Asia)
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University of Alabama/Birmingham

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Richard D. Robinson (International Business Management)
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UFSI Membership

UFSI serves its member institutions directly by periodic visits of Associates to member campuses for both formal teaching and informal interaction with faculty, students, and the local community. In addition, UFSI cooperates with its members in arranging conferences and study projects, assisting faculty and students when they are traveling, distributing multiple copies of *UFSI Reports* to individuals and libraries throughout the institution, appointing member faculty as short-term UFSI Associates and as authors of *UFSI Reports*, and providing Associate-supervised internships for undergraduate study in the field.

At most universities Associates and UFSI materials are used not just on campus but in the community, region, and state. Associates speak before Rotary Clubs, participate in local conferences, and meet with a variety of civic, professional, and business groups, ranging from export manufacturers to World Affairs Councils.

Membership in the Universities Field Staff International, Inc., is open by invitation of the Board of Trustees to any recognized university or educational institution that subscribes to the organization's purposes.

Finance

UFSI is a nonprofit membership corporation under the laws of the State of New York, and exempt from Federal tax as a public foundation under Section 501(c) (3) of the Internal Revenue Code. Contributions to UFSI are also tax deductible under the same provision.

Member university fees constitute the major portion of the UFSI budget. Grants from foundations in support of special projects and contributions from corporations, individuals, and organizations interested in the study of societies worldwide have provided another important source of the Field Staff's total income. We do not accept contracts or funds from U.S. or foreign government agencies which conduct foreign policy (e.g. Defense, CIA, State, etc.).

UFSI Activities

After three decades, the Universities Field Staff International today is a multidimensional educational organization working through several media to interpret contemporary global and international issues to students, faculty, business executives, journalists, government officials, and a concerned public. UFSI has extended the programmatic outreach of its scholarly reporting on world areas to comparative and transnational questions and has sought new ways to teach and disseminate its research findings, including film and public television.

Particularly important are the growing ties between the Field Staff and major American corporations with overseas interests. Special relationships have been established with Morgan Guaranty Trust Company, Standard Oil (Indiana), and the Dow Chemical Company.

Institute of World Affairs

The Institute of World Affairs, a wholly-owned subsidiary of UFSI, was founded in 1924 by Mrs. Maude Miner Hadden, a public-spirited, internationally-minded woman dedicated to promoting world understanding. Each year it has brought together students, scholars, professionals, and other concerned citizens from the United States and other countries to discuss significant international problems. Originally located in Geneva, Switzerland, the IWA was moved to Salisbury, Connecticut in 1941, where it occupies a 300-acre campus.

Since 1977, when the IWA became part of the Field Staff, it has hosted a series of summer seminars on issues of contemporary international significance. Under the direction of William Schaufele, former U.S. Ambassador to Poland and president of the Foreign Policy Association, these seminars offer extraordinary opportunities for member-university faculty and student participation.

Center for Mediterranean Studies

The CMS, founded in Rome in 1969 and directed by Alan W. Horton, has a twofold purpose. It holds seminars and conferences that bring together important figures in politics, business, education, religion, and many other fields; several of the discussions at such sessions have resulted in UFSI publications. It also provides facilities for crossdisciplinary study of the Mediterranean region, for which it created the Bayne Collection, an English-language library of 10,000 volumes housed at the Gino Germani Center.

Community Colleges

Assisted by Brown University and the University of Pittsburgh, UFSI in 1981-83 conducted a series of faculty and curriculum development workshops and other activities to increase the international dimension in community college education in the Northeastern United States.

Documentary Film Program

Faces of Change is a unique series of documentary films with complementary background essays available in a single-volume edition or individually. The 25 core films focus on people under a variety of ecological conditions and on their aspirations and beliefs. The roles of women, education, social and economic systems, and the effects of modernization on values are themes explored in each of five rural settings — Andean highlands of Bolivia, northern Kenya, northern Afghanistan, Taiwan, and the Soko Islands off the China Coast.

UFSI Publications

UFSI Reports

UFSI Reports represent concise, accurate, up-to-date reporting and analysis of political, economic, and social developments in Asia, Africa, Europe, and Latin America. Forty Reports are published annually. Subscriptions are $100 for institutions, $75 for individuals; single copies are $3.00

UFSI Reports on microfiche are available for the years since 1971. The microfiche are produced at 38X reduction and can be used with standard microfiche readers.

AUFS Reports for the years 1951-1970 are available in buckram-bound library editions consisting of 63 volumes (prices for set and individual volumes on request).

Recent Books (with Indiana University Press)

Ebinger, Charles. PAKISTAN: ENERGY PLANNING IN A STRATEGIC VORTEX. 176 pp. ISBN 0-253-37645-9. $22.50

Franda, Marcus F. INDIA'S RURAL DEVELOPMENT: AN ASSESSMENT OF ALTERNATIVES, 306 pp., 1979. ISBN 0-253-19315-X. $17.50

Handelman, Howard and Sanders, Thomas G. (Eds.) MILITARY GOVERNMENT AND THE MOVEMENT TOWARD DEMOCRACY IN LATIN AMERICA. 388 pp., 1981. ISBN 0-253-10555-2, $29.95. Paperback: ISBN 0-253-23645-2, $10.95.

Handelman, Howard (Ed.). THE POLITICS OF AGRARIAN CHANGE IN ASIA AND LATIN AMERICA, 144 pp., 1981. ISBN 0-253-34548-0, $22.50.

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Waterbury, John. EGYPT: BURDENS OF THE PAST, OPTIONS FOR THE FUTURE, 336 pp., 1978. Paperback: ISBN 253-28092-3, $9.95.

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Franda, Marcus. BANGLADESH: THE FIRST DECADE, 351 pp., 1982. ISBN 0-88333-006-7, $9.95.

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JUL 19 1985